

2023 annual report to the
Community

Eastern Fleurieu R-12 School

Eastern Fleurieu R-12 School number: 1884

Partnership: Fleurieu



School principal:

Ian Kent

Date of endorsement:

07/03/2024



Government
of South Australia
Department for Education

Context Statement

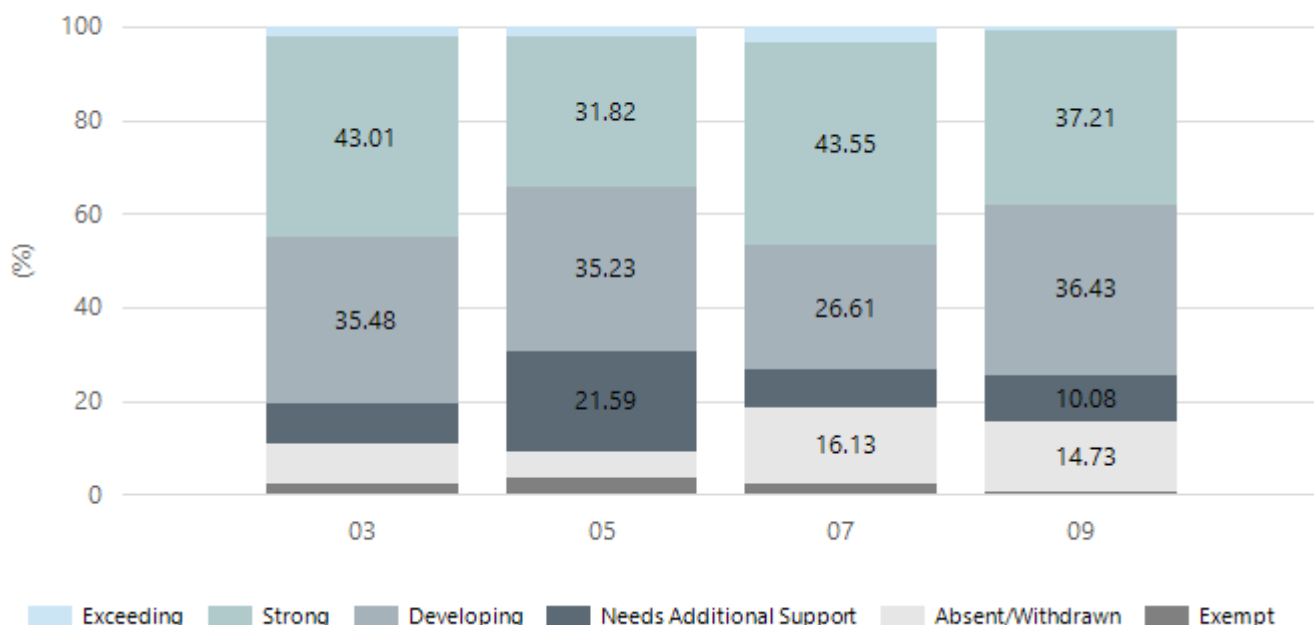
Eastern Fleurieu R-12 School caters for students from R-12. At the time of this report, the enrolment in 2023 is 1396. Eastern Fleurieu R-12 School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 27% students with disabilities, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

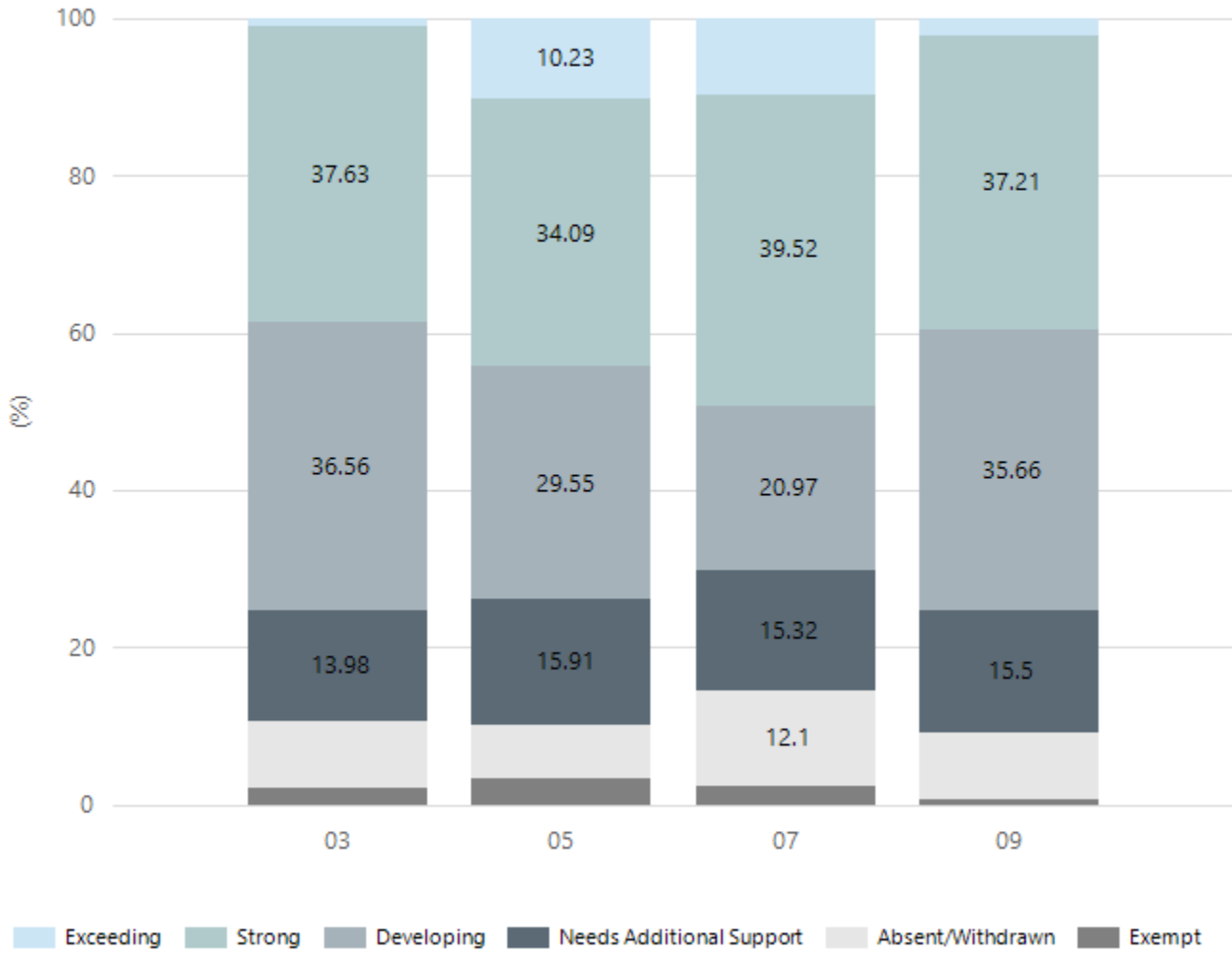
Numeracy



Year Level	03	05	07	09
Exceeding	2	2	4	1
Strong	40	28	54	48
Developing	33	31	33	47
Needs Additional Support	8	19	10	13
Absent/Withdrawn	8	5	20	19
Exempt	2	3	3	1
Total	93	88	124	129

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

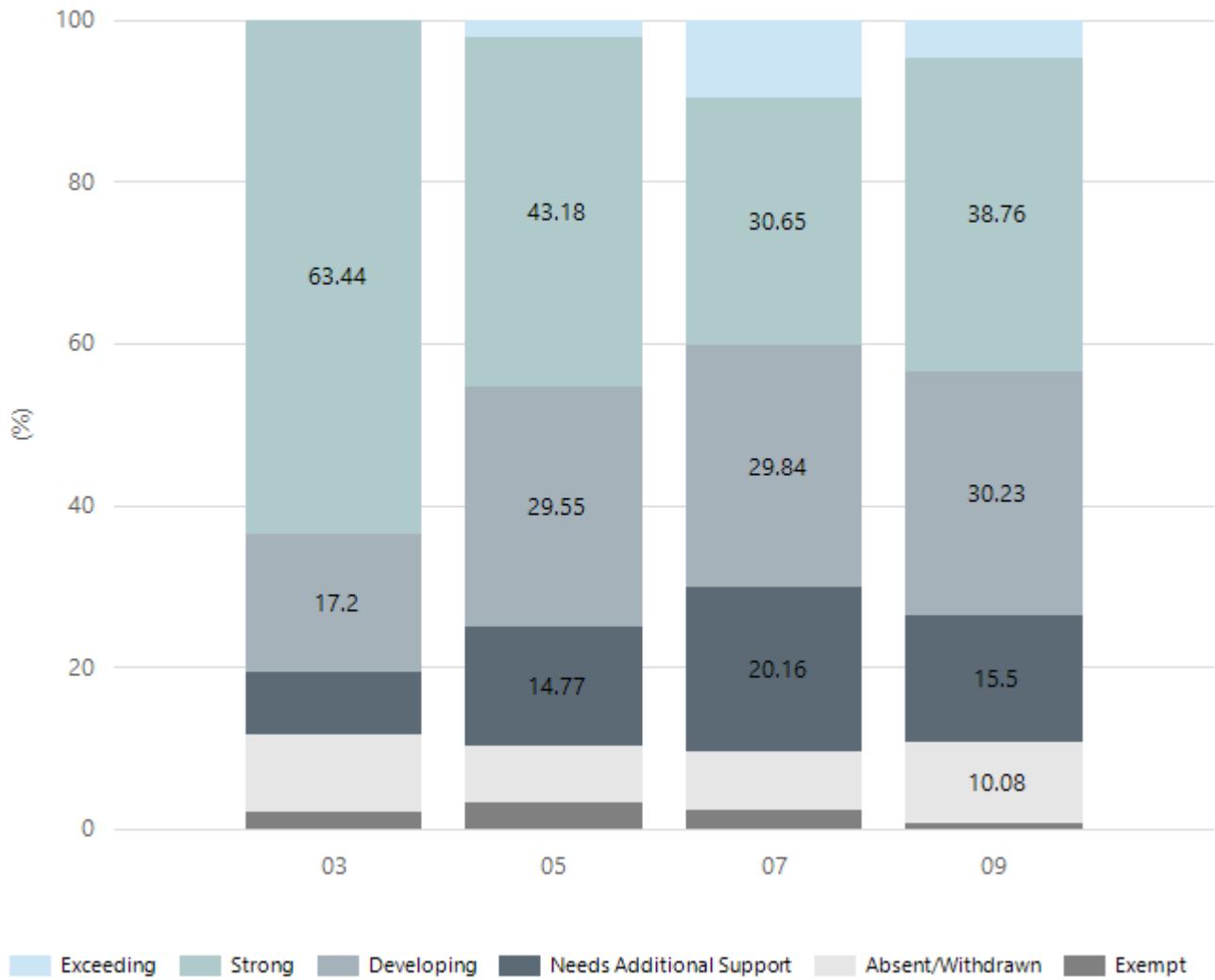
Reading



Year Level	03	05	07	09
Exceeding	1	9	12	3
Strong	35	30	49	48
Developing	34	26	26	46
Needs Additional Support	13	14	19	20
Absent/Withdrawn	8	6	15	11
Exempt	2	3	3	1
Total	93	88	124	129

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

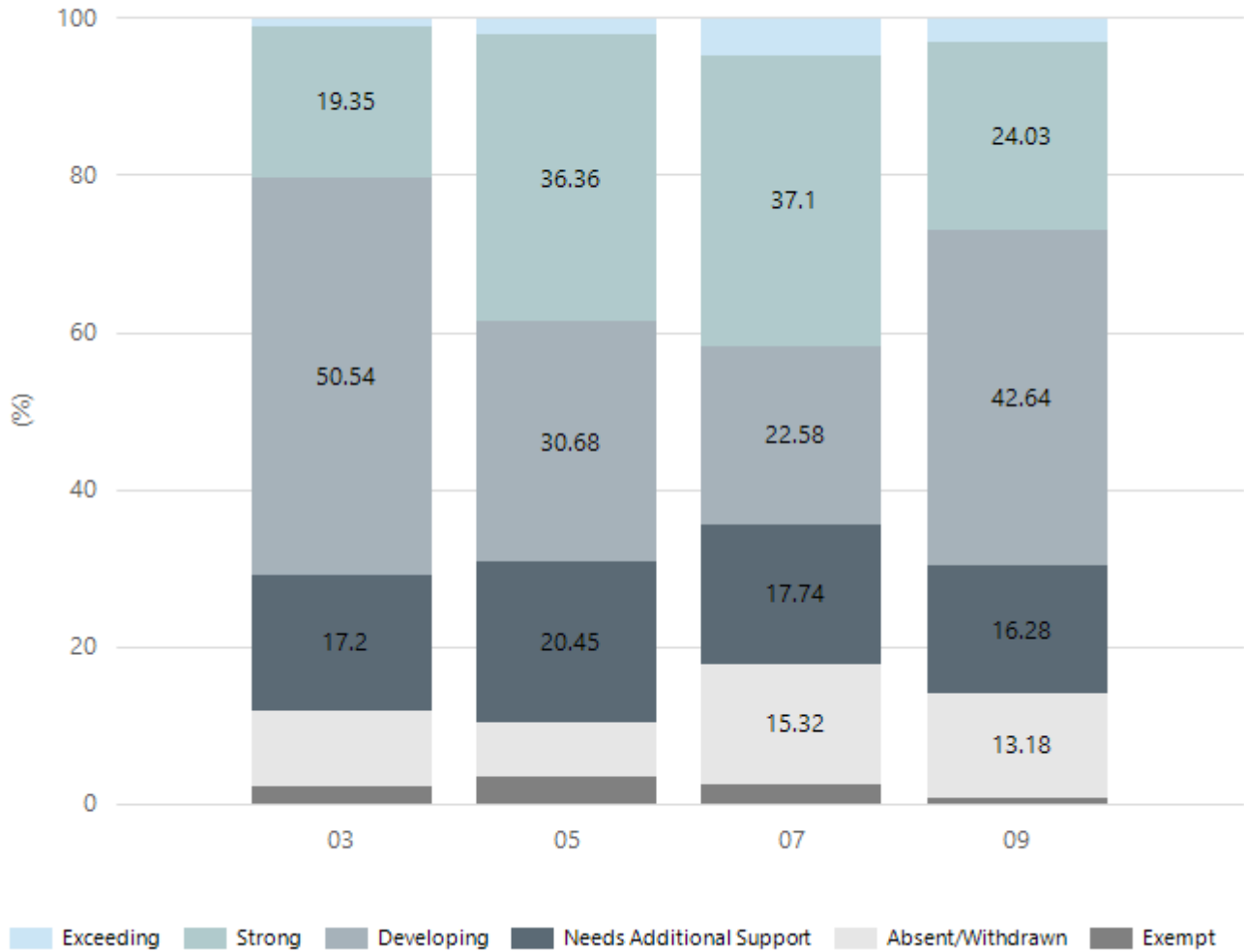
Writing



Year Level	03	05	07	09
Exceeding		2	12	6
Strong	59	38	38	50
Developing	16	26	37	39
Needs Additional Support	7	13	25	20
Absent/Withdrawn	9	6	9	13
Exempt	2	3	3	1
Total	93	88	124	129

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

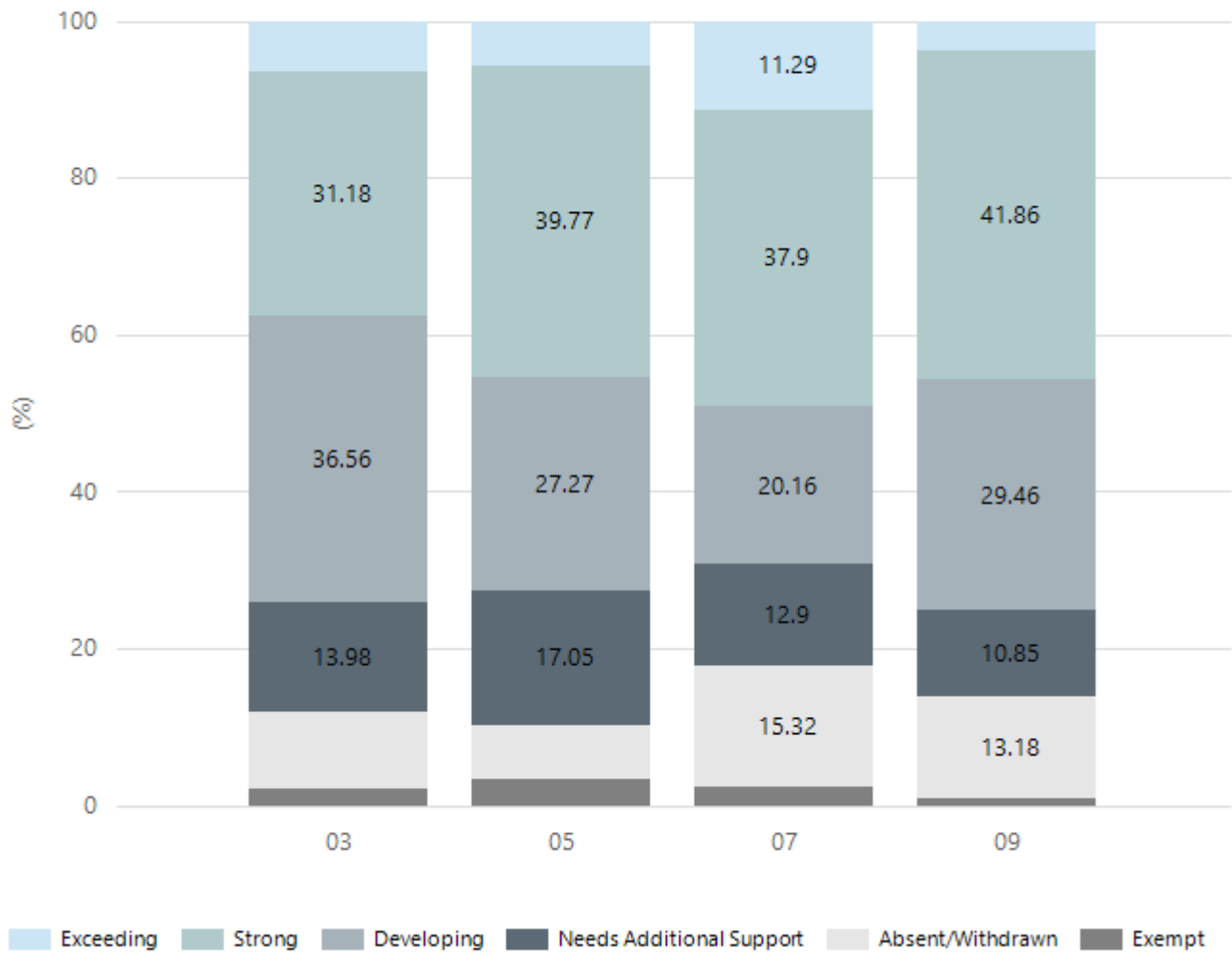
Grammar



Year Level	03	05	07	09
Exceeding	1	2	6	4
Strong	18	32	46	31
Developing	47	27	28	55
Needs Additional Support	16	18	22	21
Absent/Withdrawn	9	6	19	17
Exempt	2	3	3	1
Total	93	88	124	129

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling

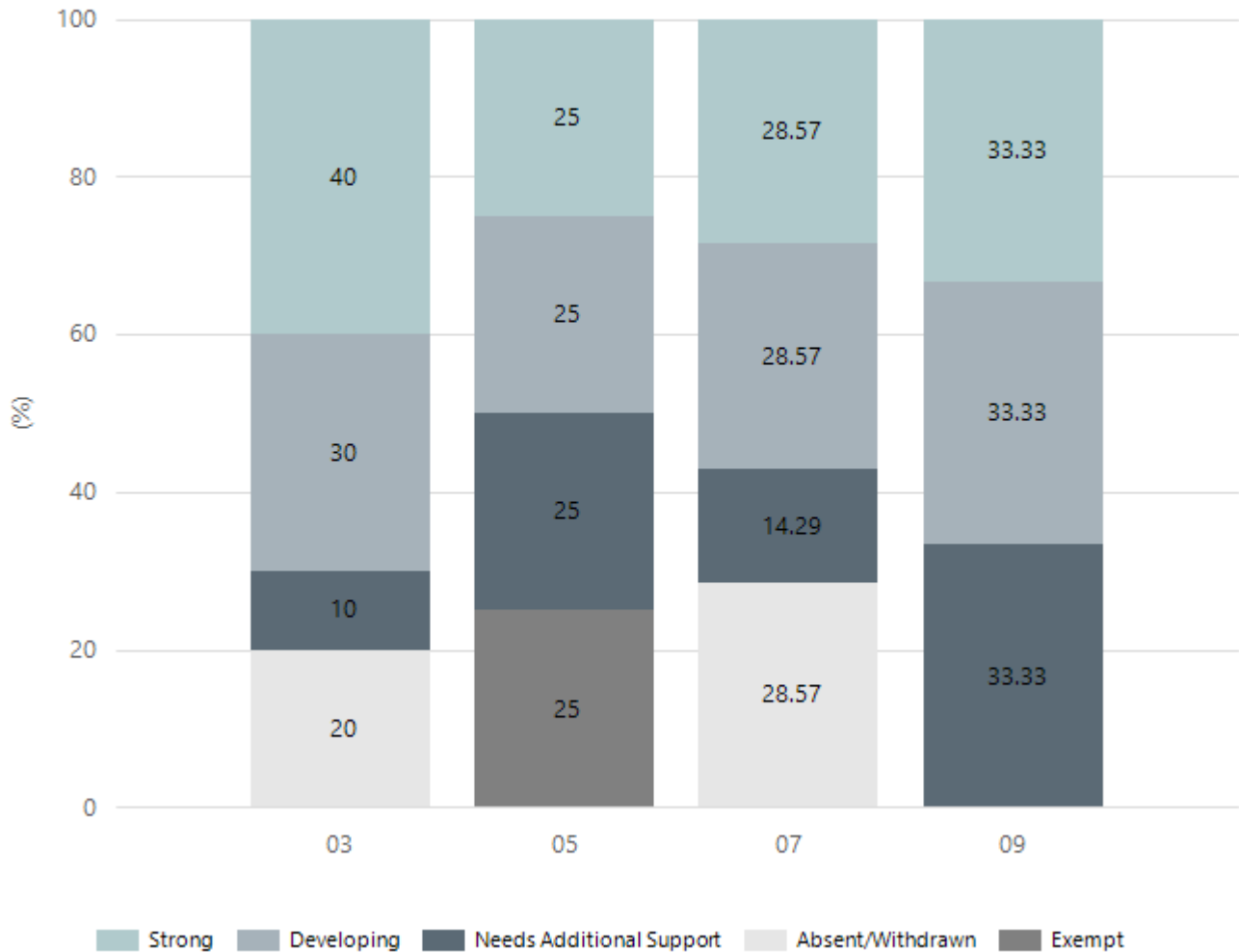


Year Level	03	05	07	09
Exceeding	6	5	14	5
Strong	29	35	47	54
Developing	34	24	25	38
Needs Additional Support	13	15	16	14
Absent/Withdrawn	9	6	19	17
Exempt	2	3	3	1
Total	93	88	124	129

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

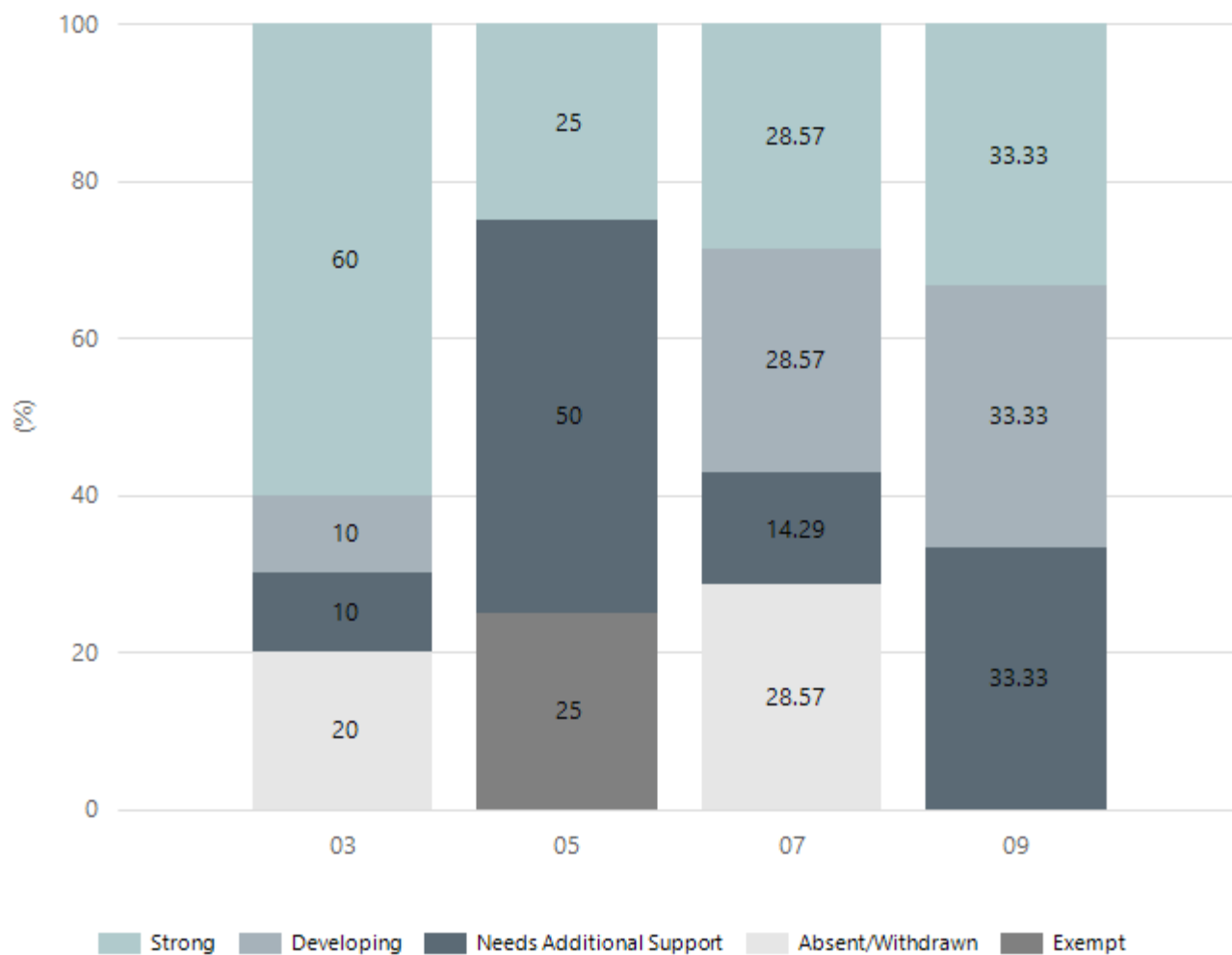
Numeracy



Year Level	03	05	07	09
Strong	4	1	2	1
Developing	3	1	2	1
Needs Additional Support	1	1	1	1
Absent/Withdrawn	2		2	
Exempt		1		
Total	10	4	7	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

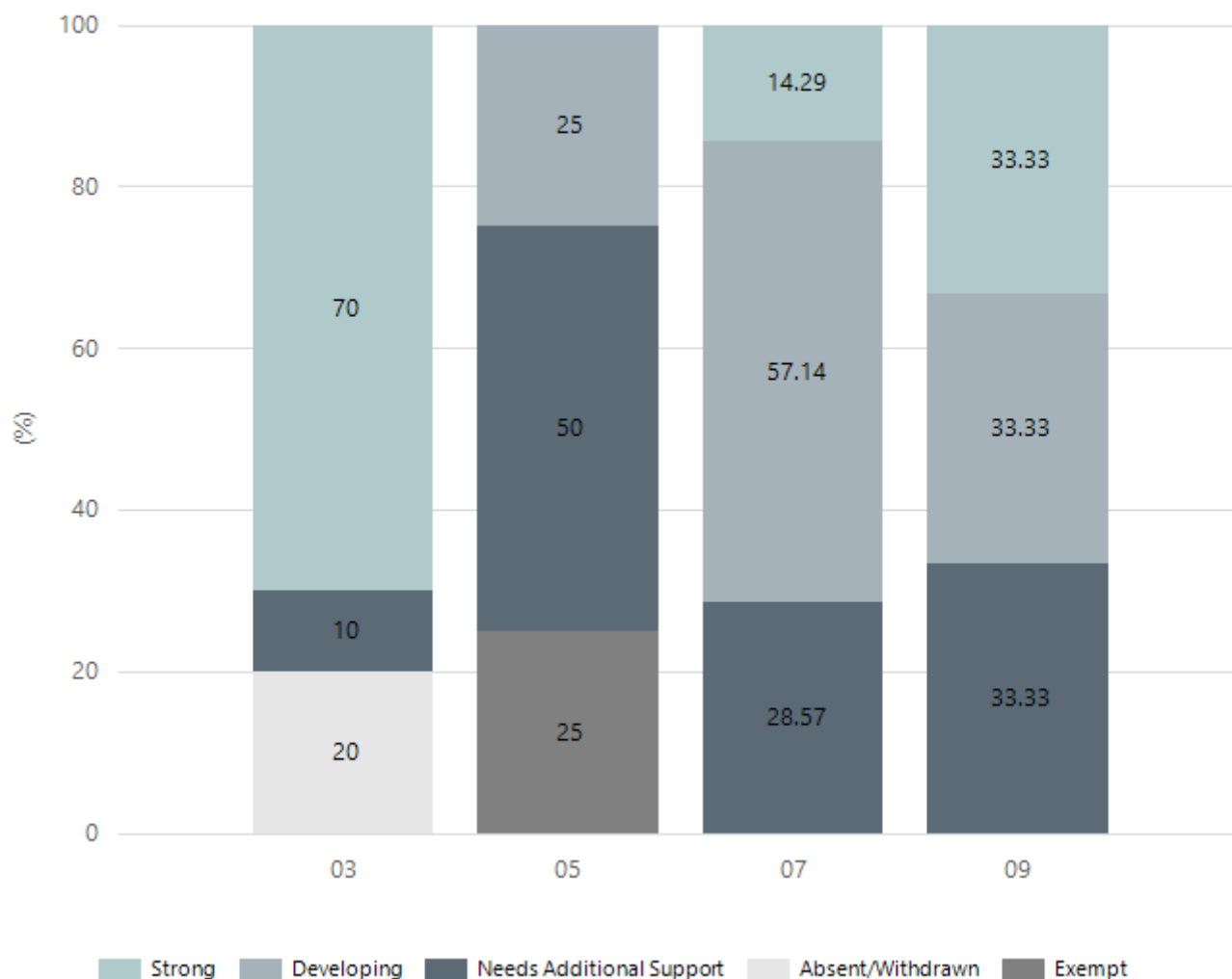
Reading



Year Level	03	05	07	09
Strong	6	1	2	1
Developing	1		2	1
Needs Additional Support	1	2	1	1
Absent/Withdrawn	2		2	
Exempt		1		
Total	10	4	7	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

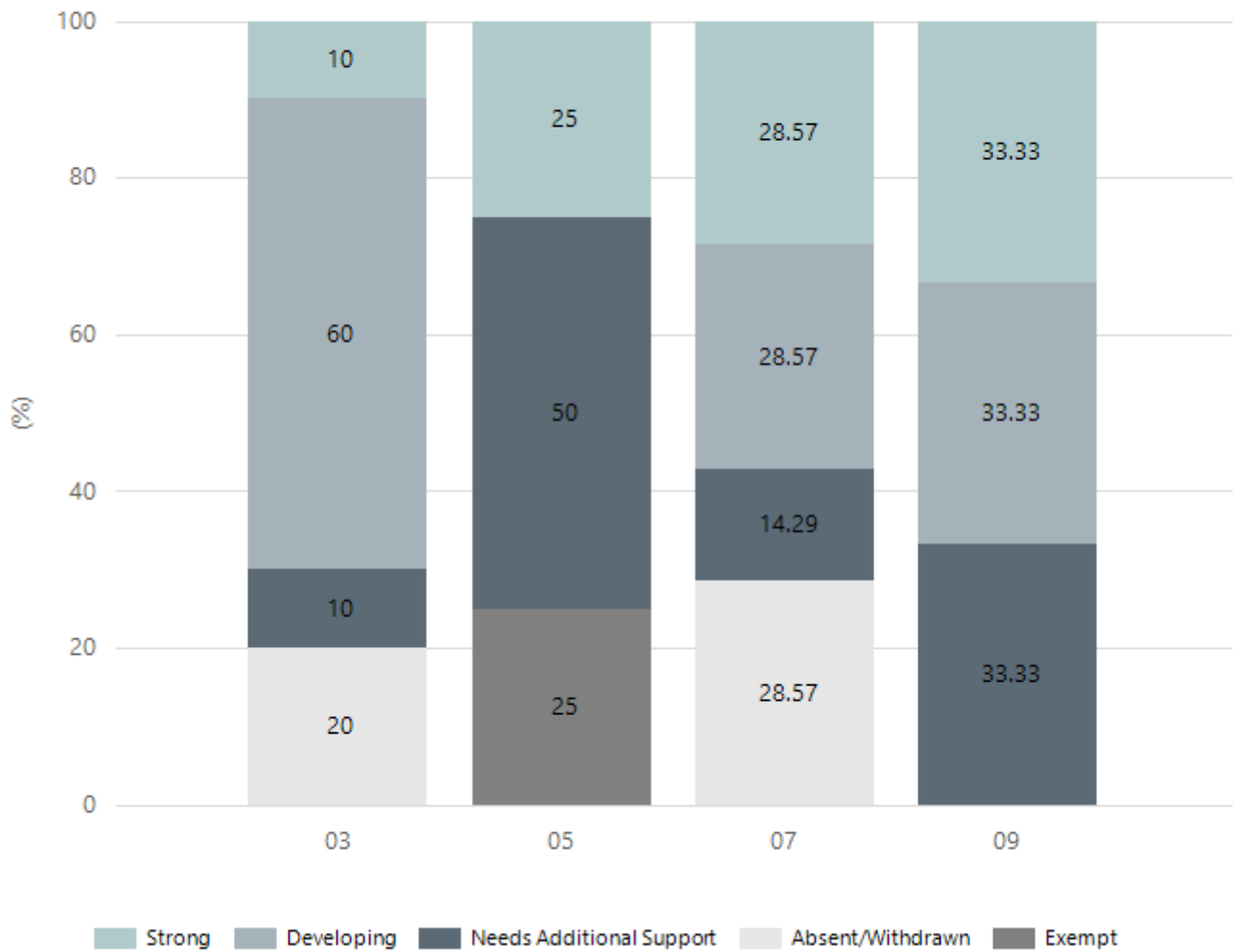
Writing



Year Level	03	05	07	09
Strong	7		1	1
Developing		1	4	1
Needs Additional Support	1	2	2	1
Absent/Withdrawn	2			
Exempt		1		
Total	10	4	7	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

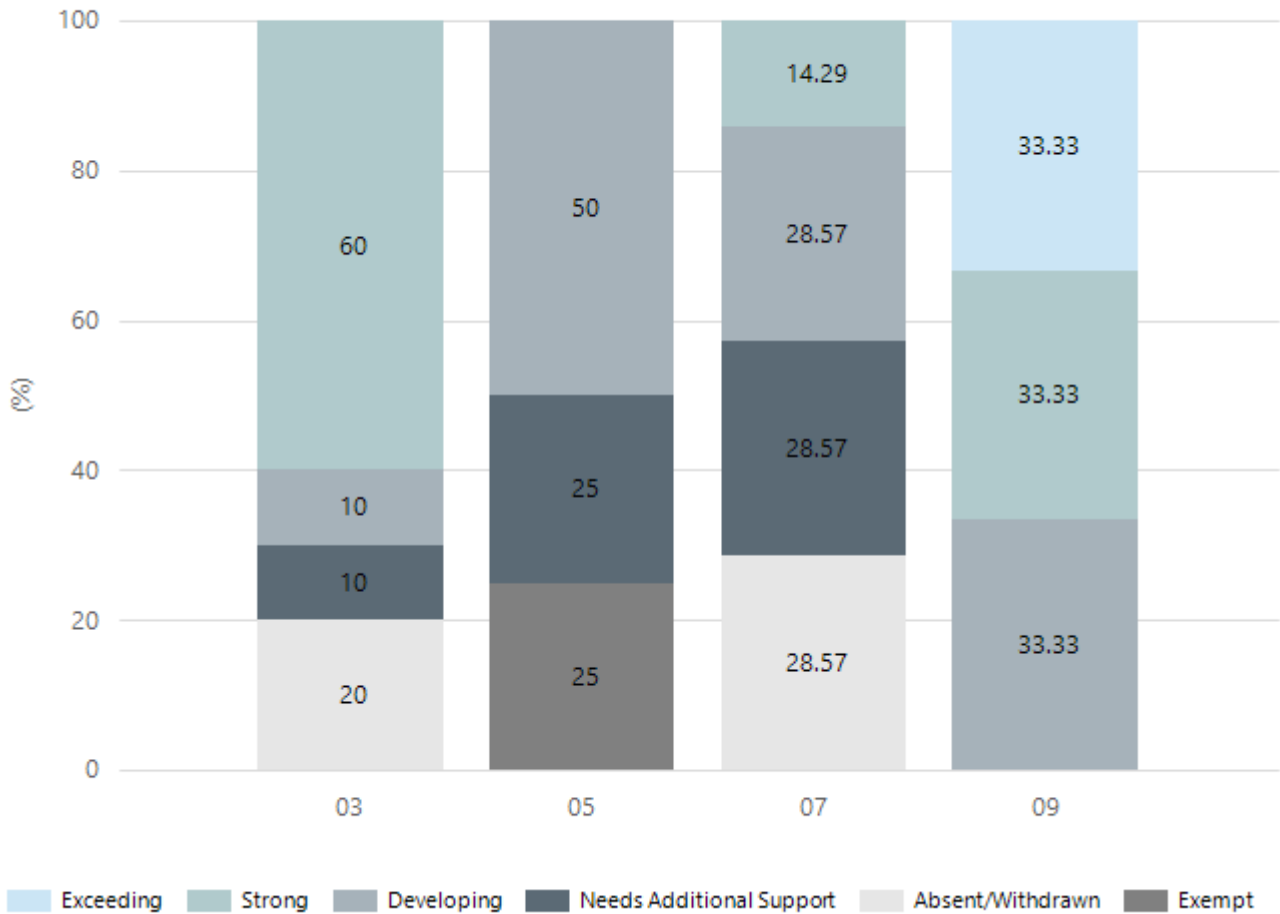
Grammar



Year Level	03	05	07	09
Strong	1	1	2	1
Developing	6		2	1
Needs Additional Support	1	2	1	1
Absent/Withdrawn	2		2	
Exempt		1		
Total	10	4	7	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05	07	09
Exceeding				1
Strong	6		1	1
Developing	1	2	2	1
Needs Additional Support	1	1	2	
Absent/Withdrawn	2		2	
Exempt		1		
Total	10	4	7	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2020	2021	2022	2023
98%	99%	98%	99%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	2%	2%	2%	1%
A	10%	10%	6%	8%
A-	10%	13%	14%	15%
B+	12%	15%	9%	15%
B	17%	13%	14%	16%
B-	14%	17%	15%	14%
C+	14%	11%	18%	17%
C	13%	14%	18%	11%
C-	5%	3%	3%	2%
D+	1%	1%	1%	2%
D	1%	0%	0%	.5%
D-			0%	0%
E+	0%		0%	.5%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Completion – Percentage of completers out of those students who had the potential to complete their SACE in October that year

2020	2021	2022	2023
99%	98%	93%	97%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	42.86%	48.19%	40.96%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	25.27%	22.89%	26.51%

Data Source: School supplied data

School Attendance

Year Level	2021	2022	2023
Reception	86.4%	82.9%	86.3%
Year 01	86.0%	82.1%	88.9%
Year 02	86.7%	83.4%	88.2%
Year 03	89.6%	83.5%	88.9%
Year 04	89.9%	82.3%	89.2%
Year 05	89.0%	84.1%	85.2%
Year 06	89.2%	81.9%	93.6%
Year 07	86.9%	85.9%	85.9%
Year 08	87.7%	86.2%	84.2%
Year 09	87.6%	84.8%	82.9%
Year 10	86.7%	82.3%	80.4%
Year 11	85.9%	84.6%	82.9%
Year 12	88.1%	85.1%	80.5%
Primary Other	70.7%	79.4%	73.6%
Secondary Other	85.3%	74.7%	79.6%
Total	87.5%	83.8%	85.5%

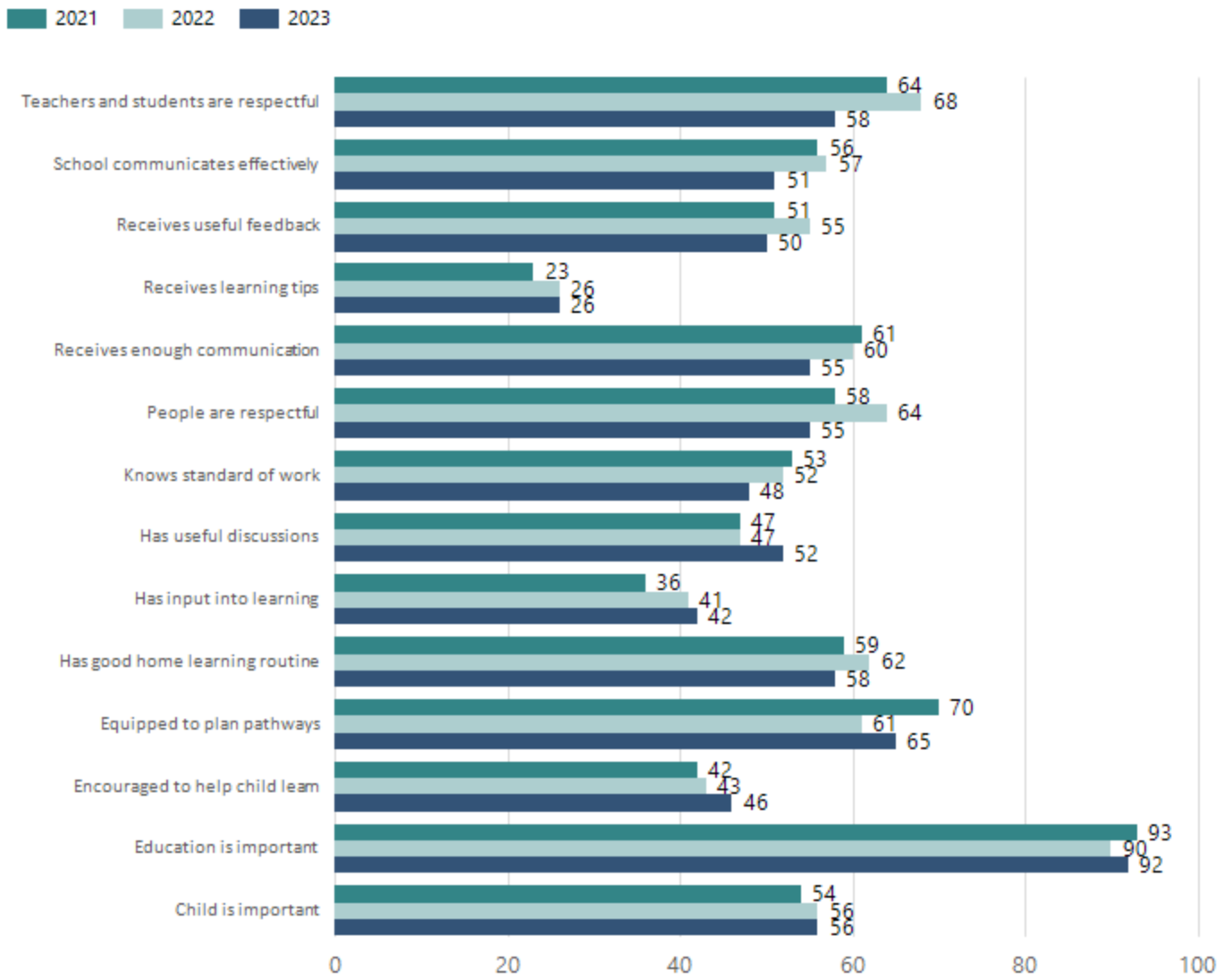
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	33	23.0%
OV - LEFT SA FOR OVERSEAS	12	8.0%
PE - PAID EMPLOYMENT IN SA	14	10.0%
QL - LEFT SA FOR QLD	5	3.0%
SM - SEEKING EMPLOYMENT IN SA	18	12.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	41	28.0%
U - UNKNOWN	20	14.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	84
Postgraduate Qualifications	36

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	107.2	1.4	59.2
Persons	1.0	119.0	3.0	85.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$19,247,259.95
Grants: Commonwealth	\$14,900.00
Parent Contributions	\$839,700.54
Fund Raising	\$41,361.00
Other	\$56,440.00

Data Source: School supplied data.

Principal's Report

In 2023 we had another great year at Eastern Fleurieu R-12 School and we need to reflect on what is so good about this school. For me it is the educational opportunities, and outcomes that are evident in every Newsletter, Facebook, and Instagram pages.

Our school has many outstanding and experienced teachers; excellent support staff; students with a range of talents and abilities and a committed and supportive Governing Council and wider community. As a school of choice in the Fleurieu area we strive to go forward as a progressive R-12 school. This was endorsed when Professor Martin Westwell, CE Department for Education visited our school and said "...I want every school in SA to be like this school in 2-3 years' time...". Being asked to do a presentation of our school's journey at the State Educational Leaders Day in 2024 was an honour.

This is an awesome recognition of the work the staff do at EFS. Given we are experiencing a national critical shortage of teachers there are many reasons why we should be grateful for the work they do. I am, and know, that the majority of you do, so next time you hear someone being negative about our school and staff, show them the Newsletter or the snippets on Facebook and Instagram. 'The proof is in the pudding'!

Our Year 12 results have seen a remarkable improvement over the past four years, in comparison to the achievements of the previous four years. In fact, they are the best results we have seen at the school in well over 10 years. The number of A and B grades has doubled, showcasing our students' hard work and our staff's dedication. Furthermore, many of our students completed their SACE with a VET course or a School Based Apprenticeship, demonstrating our commitment to preparing them for their future careers and the world of work. A big thank you to the Leadership Teams and all the wonderful teachers the students have had from R-12 who have contributed to this amazing success story.

However, quality teaching and learning is evident in every classroom and data shows there is success at every level across all campuses. My visits have seen students so deeply engaged in their work that they remain undistracted, a clear indicator of their engagement and our staff's commitment to delivering exceptional high-quality education using a variety of pedagogies (teaching and learning strategies) to meet the needs of all students.

This demonstrates our motto of achieving 'Excellence through Unity' is a reality as we embed our newly defined school values: Respect, Integrity, Determination, and Teamwork. These values are not merely words but the foundation of our expectations for everyone within our community.

Student wellbeing and achievement will continue to be the main focus for the school. It is our aim to provide varied academic, social, sporting, community service and leadership opportunities that help students broaden their horizons, develop their resilience, and encourage their ability to think deeply and independently.

With our continuous focus on improving communication, we are excited to announce updates to our online presence, including upgrading our website for easier navigation and access to relevant information in a more user-friendly environment. We are also making similar changes to DayMap R-12 and other online communication forums. These enhancements will make it simpler for our school community to stay connected and informed as communication is key.

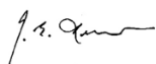
Our dialogue on bus transport continues with the Department for Education who set the policy and routes the buses take. Despite challenges with bus policies and efforts to meet all families' needs, we remain dedicated to working through solutions with the Department and within the policy whilst recognising that not every family's needs will be met regardless of what policy or routes are in place.

A highlight for the year was the completion of the new buildings at the Langhorne Creek Campus, marking a significant milestone and journey in our school's overall development over the past 6 years. This rejuvenation promises an exciting and dynamic learning environment for students and staff at Langhorne Creek.

Facilities will remain high on the agenda as we have many that are in need of repair and replacement, and we are not budgeted or able to do these works from a local level. They must go through DfE and Ventia because they are significant works to old buildings.

Any organisation is only as good as the level of professional governance structures overseeing its operation. Whilst the Governing Council do not have any involvement in day-to-day operational matters, they do have oversight of the vision, strategic directions, finances, and policies at the local school level.

The collective skills and expertise within the EFS Governing Council can never be underestimated and this year was no exception. On behalf of the entire school community, I thank you all for your commitment to 'access and equity' and providing outstanding debate, clarity in decision making and guidance when needed in the best interest of every child enrolled at this school regardless of their socio-economic status.



Ian Kent

25th March 2024

Principal, Eastern Fleurieu R-12 School